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• •

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Our friend Lewis H. Chrisman, whose article "In Defence of Knowledge" heads the list of contents in this issue, has this to say about the Journal and one of its recent contributions:

"Congratulations on the fine first number of the magazine. The articles are good and the editorial matter measures up to its usual high standard of excellence. Ball's article on the problems of grammar is exceptionally stimulating. For psychological reasons I was not going to call it to the attention of my class in 'College Grammar' for a few weeks, but they found it. I am told it is causing much discussion among them."

• •

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In Defence of Knowledge

By LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon, West Virginia

Is it a pedagogical sin to teach facts and pass along information? If so, the author pleads guilty, but with reservations.

"NOTHING new! Only the same old rigmarole!" This was the airy comment which I overheard coming from the lips of a petite young teacher as we were leaving the morning session of an educational round table. In thinking of the discussions of the preceding two hours I was very much inclined to echo her criticisms, but in the two years which have passed I have found my thoughts turning again and again to remarks that I heard made upon that occasion. It must be admitted that my recurrence to the addresses and discussions of that morning has been due not to the brilliancy or the indubitable truthfulness of what was said there, but rather to my desire to separate the two grains of wheat from the two bushels of intellectual chaff which were so generously scattered over the audience.

The first speaker devoted his period to warning teachers against the assumption that cramming knowledge into the youthful mind is an educative process. Those who followed spoke in very much the same strain. Phrases like "dead facts," "mere knowledge," "worthless informational courses" and "futile memorizing" filled the air. It all sounded very convincing. There was such a unanimity of

LEWIS H. CHRISMAN

opinion that I began to wonder if I had ever committed the pedagogical sin of teaching "facts" and passing along "information."

All the way home this sense of the possibility of my having violated a fundamental principle of good teaching lay heavily upon me. Upon arriving at my desk my first task was to read a set of examination papers. Comparatively early in the procedure Mary Doe's meticuously neat paper demanded my attention, but Mary's discussion was slightly handicapped on account of a poverty of "mere facts." Her comment upon *Sartor Resartus* was rather confused because she believed that the masterpiece of the mighty Scotchman had been written by Robert Browning. Her hypothesis that Swinburne was the author of *Locksley Hall* did not add to the lucidity of her remarks on that poem. Neither was her information that *Modern Painters* came from the pen of Matthew Arnold especially soothing to my professional vanity. In spite of its deviation from the truth the idea of the marriage of Robert Browning and Jane Welch was rather intriguing in its dramatic possibilities. Here, however, was a paper almost entirely free from bondage to "information." At least one of my students had wasted no time in "futile memorizing." But as I placed an "F" on Mary's paper, I could not help hoping that the pile of blue books before me contained no other quite so bad.

No one, though, can quarrel with the general assumption that the committing of dead facts to memory is not an educative process. A cramming mill is never an educational institution. In my first teaching position I was assigned the extra work of taking charge of a class in civics. It consisted entirely of teachers who had come to school in their vacation to prepare for their examinations. My task was to drive sufficient civics into their

heads to enable them to pass said tests and secure certificates. If I really taught them something, that was an incidental matter, but the success of my work was gauged by my ability to pour into them enough material to enable them to answer the examination questions.

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No one can successfully contravene the frequently made statement that education is not simply a pouring-in process. This was the basis of the round table addresses, yet notwithstanding the fact that at their centre was an undeniable truth, they were open to at least three objections. First, they were pitiably trite. The inadequacy of mechanical memorizing has been so frequently stressed in educational addresses and literature that the reiteration of an idea so hopelessly overworked and threadbare is a confession of a lack of contact with newer and more subtle thought. Secondly, this overemphasis of the sterility of knowledge has been the cause of considerable inefficient teaching, for there can be no learning without a mastery of the subject matter. Thirdly, most that has been said in this regard has been the product of a loose thinking which fails to discriminate between "dead knowledge" and living knowledge, between empty, mechanical facts and those clothed with life and made a part of the mentality of the student.

In his brilliant and provocative work, *The Idea of a University*, Cardinal Newman brings out the thought, which needed more emphasis in his generation than in ours, that "the end of a liberal education is not mere knowledge or knowledge considered in its *matter*." This particular sentence has probably been quoted more than any other in the book in which it is found. It is to be feared that it has been frequently passed on by some speakers not informed in regard to its context. In the same chapter Newman says: "Knowledge, then, is the indispensable condition of expansion of mind, and the instrument of attaining to it: this cannot be denied: it is ever to be insisted on." The educational aim upon which he lays the greatest stress throughout the work is an enlargement of horizon, a general expansion of interest, a broadening of vision.

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Knowledge in itself will, it must be admitted, not bring this to pass. A famous *bon mot* of Clemenceau's informs his contemporaries that "Poincaire knows everything and understands nothing. Briand knows nothing and understands everything." Like all epigrams this one sacrifices some truth to brevity. Whether knowledge enhances the understanding depends upon what we mean by the term. A knowledge that lies dead in the mind will not produce any enlargement of understanding. On the other hand, an individual cannot understand anything about which he knows nothing. In my cramming course in civics there were students who could rattle off the names of the members of the President's cabinet with all of the fluency of an auctioneer crying a sale. This meant little more than so many nonsense syllables. On the other hand, the person to whom the names of the cabinet are entirely unfamiliar is most emphatically not informed in regard to current political happenings. It can be taken for granted that if the name of Cordell Hull, Harold Ickes or Frances Perkins means nothing to an individual he is not informed in regard to current political happenings. And it can also be inferred that his insight in that field is limited and his view of national and world events is "cabined, cribbed, confined."

•

There is exceedingly little teaching which is entirely dissociated with the mastery of plain, straight, simple facts. There are "dead facts," but this is true only when the teacher, or the student, is intellectually dead. Knowledge which is empty, arid and barren in the strictest sense of the word is not knowledge. Knowledge is something intellectual. It sees the relation of fact to fact. It enlarges the perspective. It enables one to understand life. The acquisition of knowledge means the enrichment of experience and the sharpening of insight. The intellectual provincial is not an educated man. He lacks that breadth of horizon without which no one can see life steadily and see it whole.

In another chapter of *The Idea of a University* Newman says: "Moreover, such knowledge is not a mere extrinsic or accidental advantage, which is ours today and another's tomorrow, which may be got up from a book and easily forgotten again, which we can command or communicate at our pleasure, which we can borrow for the occasion, carry about in our hand and take into the market; it is an acquired illumination, it is a habit, a personal possession and an inward endowment. . . . When, then, we speak of the communication of Knowledge as being Education, we thereby imply that that Knowledge is a state or condition of mind." These words contain the root of the matter. Knowledge is not extrinsic. It is not something which can be hung upon the outside for display purposes. That which a man *knows* is something which he has thought into the very fibre of his intellectual life. If he possesses it, he has made his own a portion of the cultural inheritance of the race, and as a result his intellectual processes will be those of an educated man.

No teacher can strive too hard to avoid the mechanical, the formal and the futile. The first requisite of an effective teacher is the ability to discriminate between the essential and the worthless. The old copy-book maxim that knowledge is power is as true as it ever was.

Golden Rule in Teacher Rating

By RUFUS A. DUVALL
Principal, North Birmingham School
Birmingham, Alabama

Turn about is fair play, but it takes courage for a principal to let his teachers rate him.

THE problem of teacher-rating involves such purely subjective procedures that it makes even the most intelligent, capable, and fair-minded school executives pause when they think of the probable effect such a rating may have in the life of a teacher. Teacher rating depends so much on personal opinion and viewpoint that few educational administrators and educational researchers have dared to have much to say on this vital subject.

Until recent years, the sole purpose of rating teachers was to determine retention, dismissal, and placement in positions and in salary schedules. Rating was something to be kept at the administration offices in secret. Teachers were promoted or demoted without knowing the cause and without having any reasonable opportunity to learn or to rectify their faults. This procedure has had a tinge of underhandedness which has been a factor in developing among classroom teachers a distrust for teacher rating. Teachers have not been able to see the fairness in one person, because of position, having the privilege of making secret reports which would vitally affect their whole future lives without their knowing what these reports were and without the privilege of setting up a defence. In some cases, if they had had this privilege of defence, they would have contended openly that the school executive was unjust and furthermore incapable. In many cases such a contention would have been absolutely true.

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Teachers are now demanding from supervisors that they show them as well as tell them ways and means of improvement and corrections in technic. This has caused all thinking administrators gradually to change the position of supervisors, regardless of whether such supervising persons be superintendents, supervising principals, or special supervisors, to the position of "helping teachers." This is a step decidedly in the right direction and promises to make supervision less offensive and more effective. The position of the supervisor has not been lowered but has been elevated from a position of petty analysis to a position of sympathetic understanding and resourcefulness.

•

What we need in the general field of teacher rating is a new set-up with the major purpose that of improving instructional procedures and learning situations through an improvement in teacher personnel and technic. Then the original purpose of teacher rating—that of teacher placement—will follow naturally as a corollary.

The procedure will be through diagnosis by observation of teacher activities, examination of past records, past history, and of teaching results by standardized test records and other sources of information. The solution will be that of remedial measures which may come through professional teachers' meetings, conferences, personal aids and suggestions and by furnishing the teacher with books and references bearing on the subject under consideration. After a supervising person has done all possible to improve a teacher from the first day on through the year, it is only fair to rate the teacher. Subjective methods of teacher rating can be made human, above board, and fair, with a major outcome of improvement in learning and a minor outcome of teacher placement.

•

When the supervising person considers the case well diagnosed, he should list the failures and difficulties and then go to the teacher for conference. Do not have her come to the office. This develops a tense situation that cuts off the possibility of sympathetic understanding and cooperation. It will not be wise for him to exhibit a list of failures as a whole until he is reasonably sure he can convince the teacher that such criticisms are just and true. He should have at his command plenty of evidence and authority to make his argument conclusive and unquestioned. This will be his first step toward remedial measures. Teacher rating, including diagnosis and remedial measures, should begin with the first week of the school year. The teacher should understand this and should have a copy of the rating score card that the principal expects to use when he makes his confidential estimate at the close of the year. A master stroke can be made with this score card, if it is carefully and fully planned, by asking each teacher to rate herself on one of these cards and turn it in to the principal personally. This should be done within the first few weeks of school. She should then secure another card for her future guidance and change her own rating when she thinks such a change is just. This at least keeps before a teacher suggestions for strengthening her entire field of work.

In the following score card, with a possible total score of 1570, suggested value is given in figures at the end of each item. A supervisor may change these values as his judgment directs:—

I. As reflected by students:

1. What per cent. of attention is held during the entire recitation period? (100)
2. Do the children have a purpose in what they are doing? (10)
3. Do they work voluntarilly? (10)
4. Do they ask questions as a means of securing valuable information? (10)
5. Do the children work independently? (10)
6. Do they gather material from various sources, in various subjects, and voluntarily bring them to class? (20)
7. Have they created a fashion of correct speech? (10)
8. Is correct conduct fashionable? (10)
9. Do they have a spirit of helpfulness for each other? (10)
10. Are they courteous to each other, to the other students of the school, to the teacher, and to visitors? (10)
11. Are they responsible, at all times, for the conduct of the class? (10)
12. Are they loyal to the school? (10)
13. Do they plan their own work and procedures? (20)
14. Do they finish what they undertake? (20)
15. Are they tolerant? (10)
16. Do they reason out situations? (30)
17. Do they speak clearly and distinctly? (40)
18. Do they bring in health as a factor in many situations? (10)
19. Are they full of wit and fun in proper seasons? (10)
20. Do they want to win but play fair in all games and contests? (10)
21. Do they keep up their school supplies, such as pencils, paper, and books? (10)
22. Do they complain about assignments? (10)
23. Are they eager to show their achievements through tests? (10)

II. As reflected in the teacher's relation to her class work:

1. Does she seek formal and informal tests and other means of stimulating thought and measuring achievement? (100)
2. Does she know much about the home conditions and environment of each child? (10)
3. Does she diagnose her children individually? (100)
4. Does she render remedial measures as nearly individually as possible? (100)
5. Does she always have definite plans for the recitation period? (40)
6. Does she begin the recitation with a bang and work till the end? (50)
7. Does she seek means of motivation? (80)
8. Does she approach subjects through the child's experiences? (80)
9. Is she professionally prepared? (50)
10. Does her personality appeal to children? (80)
11. Is she happy? (80)

III. As reflected in the teacher's relation to the administration:

1. Does she present her desires and convictions forcefully to the principal or superintendent and then accept his decision as final? (10)
2. Does she realize that her class and her work is only a unit of the big whole school project, and that she has a responsibility and an opportunity to develop the whole school? (80)
3. Does she get what she needs at all hazards? (20)
4. Does she love other teachers? (10)
5. Does she seek to correct situations and procedures rather than to explain them? (50)
6. Does she blame anyone but herself for her failures? (10)
7. Does she ever make excuses? (10)
8. Does she exercise self-control? (50)
9. Is she open minded? (10)
10. Does she work in community projects? (10)
11. Is she comfortable and pleasing in social situations? (10)
12. Does she do her full share in all situations? (10)
13. Are her interests and information varied? (30)

IV. As reflected in her relations to parents and to the public:

1. Does she realize that parents are partners in owning and developing the children? (50)
2. Does she allow parents to explain fully how they feel about any situation? (20)
3. Is she positive but courteous in her position regarding the students and their work? (20)
4. If a parent cannot be convinced that the school procedures are for the best interests of the child does she graciously concede the parents a right to their convictions and wait for another opportunity to accomplish her desired results? (10)

•

The success of teacher rating depends entirely upon the ability of the principal to create and maintain in his teachers confidence as to his purpose and procedure which will inspire them to achieve.

Some administrators set up tact as a major factor in securing these desirable relations, but in my opinion absolute fairness and frankness is quite superior to any other factor. One should take all the time necessary to convince teachers that he has no pets to favor, no axes to grind except to secure achievement on the part of students that must come through the teacher relationship. When a principal has established himself as honest, open-minded, and fair he can get the best of co-operation from teachers and put over almost any program that seems wise, so long as he has a reasonably intelligent and professionally prepared group of teachers.

My teachers no longer look for pretty words of introduction when I seek to change something. I never praise a teacher in order to scold her. If something is wrong, and I am sure that I have evidence which will enable me to convince the teacher that she is wrong or that a method is wrong, I go straight to the point fearlessly. I do not weaken the strong arm of praise by attaching criticism to it. If I can praise, I do it at another time and leave the situation happy. Just as there is no royal road to knowledge, even so there is no royal road to teacher improvement. It takes effort for anyone to change inclinations and habits.

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With the above rating score card always available to the teachers of the school, they are assured from time to time, at teachers' meetings and privately, that nothing of an unfavorable nature will ever be said to the superintendent or placed in a confidential estimate without first having been said to them in person. Furthermore, at the time of year when confidential estimates are to be made, the teachers are invited to go over their estimate with me individually and see what has been said. If the proper background has been laid,

few teachers will think their rating unjust. It brings one face to face with a major opportunity for future corrections. It is my practice, if I am unable to recall enough evidence to convince a teacher that the rating is just, to say to her: "I hope I am wrong, I care nothing about the past. The future is all that we have that is worthwhile. Suppose I destroy this rating. What will you suggest that I say in the new one?" I have never seen anything touch the soul of an individual quite so deeply or that has been a greater stimulator toward correction.

•

A good many years ago at rating time, prompted by an inner desire to see myself as my teachers saw me, I asked them to rate every phase of my work as a school man. I arranged through a teacher who was leaving to get married at the close of the year to collect their ratings and bring them to me. I tried to convince all the teachers that I had a serious purpose in this matter and that the success of the project largely depended upon their attitude toward it. The teachers could have their estimates typewritten or have the teacher in charge write them in her own hand so that I would never know what any individual had to say. Of course, I realized the danger of giving this opportunity of retaliation to a group of thirty-three teachers, but I have ever been happy that I took the chance and set up an ethical opportunity for them to get out of their systems any criticisms that they had been harboring. I tried to make it easy for them to say whatever they wished in the way of criticism and insisted that they make suggestions for improvement. Some of the suggestions were put into effect immediately and are still operating in the North Birmingham School. All their ratings were not flattering, and I confess that I had looked for almost anything, and wondered if I would be big enough to stand the result. When the thirty-two estimates were in, I tried to take them in the spirit that I had asked for them. I studied them, tabulated them, and discussed them at our next building meeting, even the severest criticism that I had. Of course, I took the privilege on this occasion, which I had always given to each teacher, to say which criticisms I considered just and constructive and which ones I did not consider so. This experiment did more to establish absolute confidence, open-mindedness, and unity of purpose in the whole school than anything that has ever happened to it.

"A good many years ago at rating time, prompted by an inner desire to see myself as my teachers saw me, I asked them to rate every phase of my work as a school man. The teachers could have their estimates typewritten or have the teacher in charge write them in her own hand so that I would never know what any individual had to say.

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This experiment did more to establish absolute confidence, open-mindedness and unity of purpose in the whole school than anything that has ever happened to it."

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What can be said in a few words about this whole business of teacher rating?

1. The purpose should be improvement in learning situations through an improvement in teacher personnel and technic.
2. While there is no perfect objective system of teacher rating, it is necessary that principals, supervisors, and superintendents continue to form and express opinions as to the fitness of teachers.
3. The method should be through diagnosis and remedial measures.
4. Every teacher should rate herself, note her weak points, then later, in three or six months, rate herself again, and note any improvement.
5. Both executive and teacher should keep the items in the score card constantly before them as a goal.
6. There must be an agreement between school head and teacher as to the justice of a score in order for improvement to be the outcome.
7. Confidence in the sincerity and value of suggestions is of first importance.
8. Never mix praise and criticism, for in so doing one destroys the effect of both.
9. An administrator should know definitely what teachers think of his general methods and procedures.

Comparatively Speaking

By IRL H. DULEBOHN

Superintendent, Bessemer Township Schools
Ramsay, Michigan

"Good student, but he talks too much,—
He really is an awful bother."
Thus read poor Henry's first report.
He gave it sadly to his father.

His father scanned the note with care
And to the critic penned another:
"Say, Miss, if you think he can talk,
Just wait until you hear his mother."

Gains from Losses

First in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

Contributing Editor

WHEN I was a boy from twelve to fifteen on the farm in Little Cove, Franklin County, Pennsylvania, the droughts of summer caused me inward pain. To see the pastures growing brown and bare, the corn leaves rolling up like cigars, and to feel the old pump failing to bring up water from the well were experiences I shall not forget. I got, as I recall, considerable relief on learning from a visitor, a peddler, or a tramp, about distant sections of the country just as dry as ours. But when I heard, or witnessed signs, of heavy recent rains coming to these areas, mine were emotions of despair. When, however, the rains finally came to us, although too late to save the suffering crops, the satisfaction I enjoyed overshadowed all the aching feelings of the previous weeks and months.

Teachers now have not unlike experiences, in a sense. Some find their meagre savings drying up while their salaries are delayed. In an adjoining school district, teachers with much larger salaries may be paid on time. These inconvenienced teachers suffer all the more because their fellow teachers in another neighborhood seem to be highly favored. Was there ever a time in our memory when so wide descrepancies prevailed in regard to salaries and their payment between school districts side by side as prevail today? The morale of teachers has been seriously impaired by such conditions. Nevertheless, as a "compensating" factor comes the news that other teachers on the job are more distressed and still others are without employment.

Also there are compensations not at all selfish.

When I began teaching in that

GARRY C. MYERS

Little Cove in a one-room school, I, in some way, got the notion that teaching was different from doing most other things. I felt I was engaged in something not measurable by material things and I am sure that I had sensed it in Charley McCullough, whose memory I revere as the greatest of my teachers. Since that day I have come across many other teachers imbued with the same feeling. These times are producing such teachers in larger numbers. So long as these teachers can keep body and soul together they will find abiding pleasures in teaching children.

Anything which school administrators and supervisors can do now to help the teacher find rich satisfactions in these intangibles will promote her mental health and, to that degree, the mental health and lasting happiness of her children.

In the halcyon days of prosperity the major interest everywhere had turned increasingly to school machinery and decreasingly to the child as a sacred personality. Even the teachers' feelings were considered, as a rule, to be of relatively small concern. The emphasis had been on measurable results and prompt, elaborate reports to the central office. Teachers and principals tended to be rated by efficiency in these directions.

Therefore, along with the loss from the financial crisis there will be some gains—spiritual gains, shall we say? There is a turning now from methodology and machinery to human relationship. Though unfortunately there are, in places, being eliminated psychological, psychiatric, and visiting teacher services, the rank and file of teachers are fast shifting their attention to the very factors which called forth these expert services. When these services return, far more teachers will be ready to co-operate with them.

More than ever, teachers are going to recognize individual differences, are going to centre their attention on each child as a separate personality different from all other children, going to recognize him first as a creature of feeling, going to put foremost in their consideration his emotions.

Courses in teacher training are going to decrease their emphasis on tests and measurements, special methods and vague (words) philosophy, and increase them on classroom learning problems, personality development, mental hygiene, school relationship.

Fortunately the movement in creativeness now epidemic in the elementary grades of some city systems offers rare opportunities for emphasizing human relationships, admitting of initiative and self-expression for teacher as well as pupil—releasing the last chains of enslaving supervision and making supervision of the future really welcome to the teacher, and essential to her growth.

Let's Keep Teacher Identity

By CHARLES J. DALTHORP
Superintendent
Aberdeen, South Dakota

Centralization and supervision are usurping many functions rightfully belonging to the teacher.

ONE of my older and more dependable teachers recently came to my office exuberant with the news that the Board of Education was contemplating the employment of a visiting teacher. She came to congratulate the superintendent upon his progressive policy in the employment of an individual whose duty it would be to assume the irksome tasks of home visitation required of all room and homeroom teachers. The superintendent apologetically endeavored to explain that the work of the individual under consideration would not displace the home visits of the teachers; but would aid the teachers in making the results of their home visits more fruitful and meaningful.

As the daily load of the average teacher in the modern school has increased, administrators have continually devised plans to relieve her of many of these so-called special duties and responsibilities. As our school systems have grown in organization and mechanization, the tendency has been more and more to delegate and redelegate certain phases of what used to be considered the duty and responsibility of the teacher to numerous specialists and experts.

In our attempts at individualization, we have specialized and decentralized responsibility and authority of our teachers to the extent that many of them have lost track of their personalities and with it a consciousness of the individualities of many of the children under their direction.

An inventory compiled for each child enrolled in school is passed down from year to year enumerating the character traits of the child, something of his intelligence, the results of standardized tests, a profile of his scholastic achievement; a physical and dental record, information concerning the nationality of the parents, the father's occupation, the size of the family, and perhaps some indication of the circumstances in the home. We are too often inclined to examine this unhumanized and stereotyped information, make decisions without the personal touch, and pride ourselves upon the great strides we are making in the individual study and analysis of children.

No attempt is being made to berate the attempts at individual study of the child and the development of systematized and cumulative records in our schools. They are of great and incalculable value, but the schools are losing much of their value when they are used too dogmatically, and are substituted for home contacts and visits by teachers. We smile blithely at the stories of the old New England pedagogue who boarded and roomed out a portion of his wage in his travels from home to home. This method of payment for hire was not without its good points and advantages. He had a much more intimate knowledge of the capacities, attitudes and personalities of the children and families under his direction than if he had not had the opportunities of individual study afforded in these home contacts. This really marked the beginning of the individual study and instruction spoken of so glibly today.

A teacher may be a master of the teaching art, may have an adequate background of methods, psychology, and subject matter, but if she does not know first hand the home surroundings and home habits of each child under her direction, her fine background and training will never be realized to the fullest measure. She may learn through an examination of records and through special conferences with the various specialists and experts associated with her something of George Brown, the eldest son of a family of four boys, living in a modest cottage on Dupont Avenue. She may learn his father is a labor foreman on the railroad, drawing a salary of $169.00 a month. This means little until she visits the home and finds the father, a partial cripple, during the labor depression period has been reduced to the status of a coal stoker at a wage of $2.00 a day. A view of the four-room cottage poorly furnished, a father and a mother struggling bitterly against adversity to keep up mortgage payments, feed and clothe the family properly, and keep the boys in school in one visit tells more than reams of records would ever expose. George's indifference and morose attitude have a deeper and more subtle meaning, and her method of handling the case will be vastly better than before the visit.

Cases of a similar nature almost without limit could be cited. In these times of specialists and experts, where divisions of responsibility are becoming well defined and more thoroughly refined, we must remember the teacher is an individual that must be a specialist and an expert in many lines. As soon as her responsibilities to the child are shunted and directed through too many channels, she will lose

many of the attributes that classify her as a professional worker rather than a mere tradesman or wage earner. The pendulum is returning to the position of responsibility of the old-fashioned teacher, not in methods, preparation and ability to teach, but in responsibility and interest for the welfare and close study of each child and family under her jurisdiction.

What Makes a Successful Teacher?

By FRANK J. LOWTH
Principal, Rock County Rural Normal School
Janesville, Wisconsin

Here are presented eight factors bearing on this problem. Six more will appear in our next issue.

WHAT is success? When is a teacher successful? There are many standards of success. To some people the test of success is the acquisition of worldly goods. On this basis, the accumulation of wealth is the criterion by which men and women are judged. To others the mark of a successful career is fame. To secure a name, to become noted, to secure a place on the honor list, that to some is the distinction badge. However, the teacher belongs to that large and noble group of workers where service rendered to society sets the individual apart as one who has been truly successful. A teacher succeeds when she is able to change boys and girls from where they now are to something better. The true test is the development of those human qualities of mind and heart in boys and girls which will enable them to make the most of themselves. If the children learn to truly live and to make an honest living because of the teacher's efforts, she is then a success.

What are some of the determining factors in this highly important achievement of becoming a successful teacher, in the best sense? Several essentials will be considered.

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First.—No teacher can do her best without health of body and mind. By health is here meant the normal, effective functioning of the physical and the spiritual self in order that work may be done with very few or no days off on account of weaknesses and organic or functional derangements. Especially, it means an abundance of nervous energy. If a teacher is to have an influencing personality she must have plenty of good blood and a sound nervous system which will stand the wear and tear of the business of teaching. The teacher needs to have a good share of what we call vitality in order that she may be cheerful and optimistic. Health is of basic importance and should be secured at all costs.

"A teacher's attitude toward life and toward her fellow-workers and others has much to do with the type of success to which she attains. Is she generous in her judgments or is she narrow and provincial? What does she expect of life? What does she consider her debt to society? These are critical questions in estimating a teacher's life philosophy."

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Second.—The next requisite is a personality of the positive variety. A good teacher is never negative because the influence of a negative person cannot be strong and determining. A successful teacher must be a leader, and a true leader always possesses certain definite qualities of personality such as self-control, decisiveness, determination, and the like. These attributes are evidence of a positive personality. The good teacher is kind, sympathetic, patient, and has a proper sense of humor. She also has a sense of proportion. She is able to put first things first, and she is distinctly not one of those persons who is unable to see the woods because of the trees. In other words, the great mass of details with which she must deal does not destroy her perspective. She sees life whole and she sees it clearly. She is fair, she is frank, she is firm. She does not have to raise her voice to accomplish her ends. She radiates confidence and enthusiasm.

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Third.—The successful teacher has a good background of general knowledge and information. She has at least a good degree of general intelligence. She is a high school graduate and she has had at least two years of training beyond high school, as a rule. Certainly there are successful teachers who have not had a great deal of preparatory education, but these persons are usually strong in personality, and what they lack in general scholarship is counterbalanced by much reading and study and careful daily preparation. No truly successful teacher can bank on the knowledge which she now possesses as adequate for the years which lie ahead. A good teacher can scarcely get along without constantly adding to her store of knowledge, to her mental and professional equipment. She finds it necessary to read books and magazines practically every day and to take summer school courses now and then.

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Fourth.—A successful teacher

has a wholesome philosophy of life and she has a sound workable philosophy of education.

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A teacher's attitude toward life and toward her fellow workers and others has much to do with the type of success to which she attains. Is she generous and magnanimous in her judgments or is she narrow and provincial? What does she expect of life? What does she consider her debt to society? Is she willing to live wholesomely and helpfully, and is she willing that others should live their lives, also, with freedom and a measure of happiness? These are critical questions in estimating a teacher's life philosophy. As to her own profession, she needs a basis of sound psychology and sound principles. Regardless of her religious views, her teaching procedures should be based upon a correct view of the learning process. She must be an ardent believer in the doctrine of growth and development. She should recognize the ultimate fact of a physical nervous system, changes in which result in the building up of habits, skills, attitudes, and all the rest. If she has a good working educational philosophy all of her techniques will be modified thereby.

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Fifth.—A successful teacher has a practical working familiarity with sound teaching-learning techniques and adapts her instruction to the needs of the individual child. This statement does not mean that use is made in a blind sort of way of those manifold devices found in teachers' magazines and in many books. Rather, it signifies that there is exact knowledge of the objectives to be realized so far as actual learning is concerned, and that various means are used to accomplish desired results. For example, the end sought may be related meanings, ideas, knowledge, or it may be skills, habits or abilities, or ideals and appreciations may constitute the particular objective for a particular lesson or group of lessons. The procedures will be determined by the objectives in the mind of the teacher. There may be a drill exercise or there may be reading to find certain facts or again mere pleasure reading. In arithmetic there may be a group of problems and the purpose is only to state the solutions and not to do the computation. One child may need drill, another child may need to do reference reading. Procedure varies with objective.

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Sixth.—A good, successful teacher must, as a matter of course, be a successful manager. She both plans her work and works her plan. She looks ahead, knows what needs to be done, and then arranges her program accordingly. She is not lost in a mass of details. She separates the wheat from the chaff. She is always in a position to direct the situation because she has a general comprehensive view of the entire extent of her work. Moreover, she is master of the situation hour by hour, and there is a general atmosphere of consistent progress. It is not possible to have such a desirable state of affairs unless the teacher's mind is alert to grasp all the details of her work and fuse them together into an integrated, purposeful whole. A good manager has imagination. Her mind is clear and she always keeps in the foreground those large matters which are vital in bringing about the pupil learnings for which all the machinery exists. A good manager sees both the woods and the trees.

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Seventh.—A successful teacher is socially minded and has a genuine spirit of service. She enjoys working with and for people. She has a true regard for humanity and desires to do good. Because she is of social temperament her school has a true democratic atmosphere. It is not necessary for such a teacher to have formal socialized recitations (the kind no teacher should ever have, anyhow), because the dominating spirit of her school is always social. In a school where the teacher is animated by the spirit of service we do not find that fatal formality which is still exceedingly common in schoolrooms. The democratic teacher can scarcely be merely a hearer of book lessons. Such a deadly and deadening process is entirely foreign to her nature. So, in this successful teacher's school we find an atmosphere of freedom. Live problems are discussed and vital life-giving activities and projects are in evidence. A socially-minded teacher guides children into effective, democratic citizenship.

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Eighth.—A successful teacher can get along with other people comfortably and happily. She does not go around with a chip on her shoulder. She makes allowances for the weaknesses and mistakes of others, and she can discuss common problems with no show of irritation or selfishness. Such a teacher adjusts herself readily to varying human situations. She meets parents, patrons, and board members easily and courteously. She does not permit any inherent shyness to get the best of her. In a truly sportsmanlike way she is willing to live and let live, to give and to take, as a matter of course, all in the day's work. People quite naturally like to talk with such a teacher. Parents and children do not hesitate to bring up their personal problems for consideration, because they know that the teacher will give them a fair hearing. Human relationships constitute a large part of a teacher's life, and it is indeed fortunate if she has habituated herself to getting on well with all sorts and conditions of folks.

To be continued in next issue

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EDITORIALS

Here's Good News

AN IMPORTANT secret has been tugging at its moorings, impatient for release. Now it is set free.

Dr. Augustus O. Thomas of Washington, D.C., has accepted an invitation to become a Contributing Editor of the Journal of Education.

Dr. Thomas will retain his connection with the World Federation of Education Associations as its Secretary-General. He is in touch with affairs at the nation's capital and in educational circles around the globe. As many of our readers already know, he founded the World Federation and is deeply interested in furthering the ideals of international peace and cultural brotherhood.

Dr. Thomas enjoys both national and international renown as an educational leader. There is always a crowd around him at educational conventions.

But Dr. Thomas is, in his heart of hearts, a school administrator. He spent many years dealing with everyday problems of school management. He has been a teacher, principal and superintendent. He has been Commissioner of Education in two states—first Nebraska, then Maine. Gifted with an intense desire to make education effective with the individual and with a skill in doing so, he was frequently consulted by administrators and classroom teachers. Rarely did he disappoint them in his answers.

In our next issue, Dr. Thomas will open a new department of expert consultation and you, as a reader, will be invited to *"Ask Dr. Thomas"* about any problem of school or classroom management. His replies will be read with interest by educators in every rank and station.

Recently we announced the accession to our staff of Dr. Garry Cleveland Myers of Western Reserve University, and we foretold the coming of a series of articles from his pen.

The first of these articles is presented in this issue. Dr. Myers is well known to our readers through occasional papers in the past, and particularly a series last year on "Problems of Personality."

Dr. Myers is active in the work of Parent-Teacher Associations. He writes syndicated features for the daily press on school systems and educational problems. He is the author of several books. He is master of a popular style, and has a way of getting to the very heart of matters.

Another important element in the "enriched program" prepared for Journal readers is the first-hand story of European schools, as seen by President J. Asbury Pitman of the State Teachers College at Salem, Massachusetts. Dr. Pitman had unusual access to these institutions, and his observations are those of a specialist who knew what to look for. Dr. Pitman will begin by conducting us through certain schools of Switzerland. Together we may visit Italy, Austria, Germany, and a half-dozen other countries.

We are happy to call attention, also, to the promise just received from Dr. Frederick L. Patry, neuropsychiatrist of the New York State Department of Education, that he will furnish more of his welcome articles on Mental Hygiene.

With the active collaboration of these and many other able educators, we feel confident that this magazine during the coming months will surpass itself in rendering lively and unique professional service.

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The Better Break for Freshmen

COLLEGES all over the land are again filling up with students. College faculties are, in many instances, making sacrifices to enable upper classmen to return and lower classmen to enter with very little money to defray expenses of the year that stretches ahead. Not only professors but administrative officers and trustees are exercising all their ingenuity and power to put the facilities of their institutions at the disposal of earnest students—and in these days the majority of students are tremendously earnest.

One very striking indication that the colleges are warming up to their human responsibilities, is the establishment of what is called "Freshman Week." Nothing could be finer than this new tradition of thoughtfulness for the comfort and right starting of those who come to college for the first time. Formerly the attitude toward freshmen was one of nonchalance. If sophomores chose to "treat 'em rough," as they usually did, by way of passing along what had been done to them a year earlier, college authorities blinked at the hazing, or only woke up to it when some serious bodily injury resulted. Today in some institutions we find sophomores extending a friendly welcome to freshmen by letter in advance of their arrival. And the initiation accorded to the callow newcomer by faculty and student committees in the few days set aside for reception purposes, is such as to dispel greenness and prevent homesickness. In a word, the modern freshman in the modernized college is treated like a person. Our colleges may well be proud of this advance.

PERSONALITIES

FRANK L. EVERSULL joins the faculty of the Department of Education at Yale University, after five years as head of the senior high school of East St. Louis, Illinois, and a background of successful administrative experience. He is an occasional contributor to this magazine. Keenly interested in personal and social development of young people he is organizer and first chairman of Kiwanis International Committee on Boys' and Girls' Work.

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WILLIAM HENRY COLEMAN of Tucson, Arizona, is hard at work on revision of elementary school curricula for the State of Arizona. In securing his Ph. D. from Teachers College, Columbia, two years ago, he accomplished the most extensive vocabulary study ever made, covering some 36,000,000 running words. What a run!

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FRANK J. LOWTH has a thirty-year habit of instructing teachers. Although Rock County Rural Normal School, Janesville, Wisconsin, closed its doors last spring for want of wherewithal, Mr. Lowth—who had been its principal for twenty-two years—goes right on writing and lecturing for teachers. The problems of the rural schools are his special hobby. He has written two books about them. Some good articles from his pen are in store for Journal readers.

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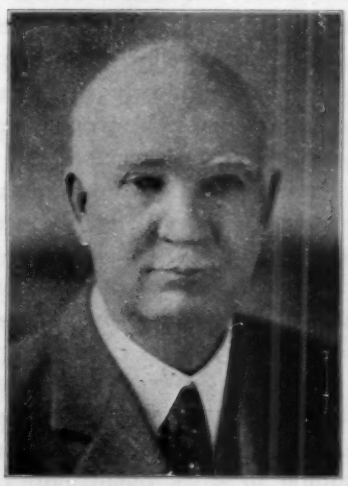
JOHN LUND, who guides the destinies of school children in Newton, Massachusetts, after a distinguished career in character building at Norwalk, Connecticut, tossed off his own definition of education in a commencement address he delivered last June at Clark University. He called education "this race between catastrophe and civilization." Lund speaks with sparkle.

DR. J. ASBURY PITMAN

J. ASBURY PITMAN, President of the State Teachers College at Salem, Mass., was granted a semester's leave of absence for the study of European educational systems. Knowing for a year in advance that he was to have this opportunity, he made extensive preparations by correspondence and otherwise. He went armed with introductions, including one from the Federal Office of Education; and he met with cordial reception at the hands of educators in ten countries. He inspected public and private schools, normal institutions and universities. He became acquainted with numerous teachers and officials, all of whom were helpful in explaining situations and ideals differing from those prevailing in America. The Journal of Education considers itself fortunate in being able to present to its readers a series of articles by Dr. Pitman, giving his impressions of European education as he found it in actual operation. Dr. Pitman's reports will commence in our next issue.



DR. AUGUSTUS O. THOMAS

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WEBSTER H. PEARCE becomes fourth president of Northern State Teachers College, Marquette, Michigan. He has served his native state more than thirty years, having been about everything from teacher in a rural high school to state superintendent of public instruction — holding the latter office from 1927 to 1933. The college at Marquette should progress finely under his leadership.

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T. J. ANDERSON of State Teachers College, Kearney, Nebraska, is not only an authority on rural education but an enthusiast concerning life and schooling in the country. He foresees a time when instead of country children being sent to the cities for instruction, city children will be sent to the country, with its pure air, fine teachers, good schoolhouses and advanced opportunities!

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ELMER H. WEBBER, who has been superintendent at Mapleton, Maine, since 1918, is one example of a man whose abilities qualify him for advancement to a bigger and more lucrative job, but whose interest in his present job and community holds him where he is to render a great service. Incidentally, he was the first person in Maine to hold a life membership in the National Education Association.

State Commissioners Discuss School Outlook Under NRA

THE emergency in education caused the State Commissioners and Superintendents of Public Instruction to meet in annual conclave several months ahead of their usual time, to consider ways and means. One point they wanted explained was the part that Federal government purposes to play in readjusting the readjustment which its own NRA has brought about.

The elimination of child labor by the National Recovery Administration has taken out of employment about 100,000 children, most of whom are entering the public schools, Dr. George F. Zook, Federal Commissioner of Education, told the National Council of State Superintendents and Commissioners of Education at their meeting in Washington.

This meant an increased burden on scores of communities throughout the country, he said, and unless they received outside financial assistance they could not provide adequately for the education of these children. The conference, concerned with the year's educational outlook throughout the country, considered plans for Federal aid through advancing money for school construction. Dr. Zook explained that while many superintendents believe new buildings would be of "some assistance," others emphasized maintenance as of more importance.

As a result of the social and economic readjustment now under way in the country, Dr. Zook predicted changes in the Federal policy on education, some of which would be permanent in nature. The reduction of work hours, he said, would ultimately call for better facilities for the education of adults.

Dr. Zook also said that the Bureau of Education was trying to have college students, working their way by part-time employment, exempted from restrictive provisions of NRA codes. Otherwise, he added, such students might be forced for financial reasons to give up their educational pursuits.

Secretary of the Interior Ickes, speaking as administrator of the $3,000,000,000 public works program, said that aid from this source would help in school construction. This, he said, would provide employment for thousands of persons, who through increased purchasing power would assist local financing of schools.

The Federal Relief Administration, he added, would be able to help communities to keep teachers who would be otherwise unemployed.

Harry I. Hopkins, Relief Administrator, explained details of the program for using Federal unemployment relief funds to pay work-relief wages to needy unemployed men and women who can qualify as instructors and to organize classes of the adult unemployed. The latter, he said, would include the following:—

Those in need of educational facilities or adjustment to make them employable.

The physically handicapped who need, through educational rehabilitation service, additional training in work opportunities.

Those in need of further general education to fit them to take their rightful place in society.

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Adult Centre San Francisco's Newest Plan

RESTRICTION of working hours by NRA codes of industry should result in greater demand for adult education. With this in mind, San Francisco is laying out a new program under whom else but Dr. Meiklejohn, once of Amherst and again of Madison.

Adults are to have their own school in San Francisco, under a plan being developed there by Dr. Alexander Meiklejohn, formerly president of Amherst College and more recently head of the University of Wisconsin experimental college. The Adult Centre for Social Studies, as it is called, is to be more of a forum than a school, however, having been designed in the belief that grown-ups learn more painlessly through discussions than through formal lessons. It is to appeal both to the general public and to small groups.

The presidents of the University of California and Stanford University have been co-operating in planning the venture—although it will have no official connection with any institution—and have offered lecturers and facilities. A building has been donated and a library fund raised.

The actual activities of the centre will be twofold. First, it will conduct — without tuition

charges or "credits" — classes in which members will develop their powers of dealing with the problems of human significance by serious study of contemporary America along lines of historic, economic, political, literary, artistic and philosophic inquiry. There will be no entrance requirements for the courses other than the interest and ability of the students. In this way the centre hopes to draw together people of varied interests and habits of mind.

The subject matter studied will be built around some central problems on contemporary civilization and will embrace opposing social and cultural theories, the old as well as the new. There will be very few lectures. Instead, the course of study will be based on the reading of significant books, which will be analyzed and dissected in round-table discussions, supplemented by individual tutorial guidance.

A small faculty will work with a limited number of students. It is hoped that the ratio of teachers to students will be one to twelve.

The second phase of the work of the centre will be an effort to unite the varied intellectual and cultural activities of the city so that the community as a whole shall become aware of the conditions by which its life is determined and thus of the ends toward which its activities should be directed. Practically, this is to be done by an open forum consisting of lectures and discussions designed to attract the great mass of citizens.

In developing the project, Dr. Meiklejohn hopes to enlist "the co-operation of ministers, teachers, bankers, artists, labor leaders, social workers, and all those who by virtue of their training and capacity must assume responsibility for the guidance of public affairs."

Last Million Hardest for School Children of Chicago

OBSERVERS of the retrenchment program adopted for the current school year by the Chicago Board of Education are gravely concerned over the probable effects of such economy, not only in Chicago but wherever Chicago's example may happen to be admired by municipal school boards.

Irrespective of the causes that led the Board of Education to cut down the school program to save $5,000,000 this school year, serious-minded people are gravely concerned over the effect the economy program will have on social organization and civic life when the curtailed system comes to fruition.

The school system's child-welfare measures are completely wiped out by the school board program. They had just begun to be effective in the prevention of juvenile delinquency, and schoolmen and welfare workers were fast coming to believe that ultimately the character-training plan of the public schools would reduce juvenile delinquency to a minimum.

While the abolition of the junior high school system is quite generally deplored, it is the discontinuance of two of the three continuation schools, the parental school and visiting teachers that is giving most concern in the matter of youth behavior prospects.

According to a study of the junior high schools, made by Don C. Rogers, director of the Bureau of Research and Building Survey of the school system, it would be more economical to operate the school system with them than without them, but they have been abolished. In fact, he said, if all Chicago's seventh, eighth and ninth grade pupils were enrolled in junior high schools there would be a saving to the taxpayers in the annual expense of instruction, operation and maintenance of $400,000 annually.

Apropos of the curtailment of recreational facilities of the schools it is pointed out that recreation in Chicago schools was already wholly inadequate, in fact so inadequate that it was costly. Window-breakage, for instance, averaged $375 a building, whereas in Milwaukee, where the city's recreational program is supervised and administered by the public schools, the breakage averages $9.80 a building.

Considering that of the $5,000,000 the Board of Education proposes to save $4,000,000 already had been absorbed by the shortened school year, two weeks being taken off at the beginning of the school year and two weeks at the end, civic leaders now are asking whether the price in terms of social and civic welfare is not too great to pay for the remaining $1,000,000 to be saved for the taxpayers.

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Morganthau Acts To Save Schools

FEDERAL land banks must not be used to crush schools. That was the ruling of Henry Morganthau, Jr., as governor of the Farm Credit Administration, when informed of the action of a land bank president who was boasting in printed literature of his success in forcing consolidated schools to cut teachers' salaries in half, deprive children of transportation, and put school janitors on a starvation wage. Disregarding the "interests," Mr. Morganthau reprimanded the land bank officer and ordered him to withdraw his printed matter.

SCHOOLS EXEMPTED FROM INDUSTRY CODE

WASHINGTON. — Schools, colleges, universities, churches, hospitals, and charitable institutions are exempt from provisions of the Recovery Act, under a ruling authorized by General Hugh S. Johnson. The action followed consultations between the Recovery Administration and a committee appointed by Charles R. Mann as director of the American Council of Education. The committee was headed by President Cloyd H. Marvin of George Washington University. Notice of the ruling has been communicated to the hundreds of educational institutions affected. A letter from the committee headed by Dr. Marvin says: "This ruling means that non-profit-making institutions under private control have the same status as have state and municipal institutions with regard to the NRA. They are exempt from the provisions of codes. This does not mean that they should not voluntarily meet as far as possible the specifications of the President's agreement and co-operate with the President in every way to hasten national recovery."

Two Payless Weeks For Sake of Schools

NEWARK, N. J.—City officials decided to open the public schools according to schedule, giving all the 8,000 city employees one payless week this month and another before January 1, in order to meet the teachers' payroll. It had been feared that it would be necessary to postpone the opening of the schools to October 1, in order to defer the payment of the teachers. Harry V. Osborne, who represented 3,000 public school teachers, said the teachers regarded it as imperative that the schools be opened as planned if the standard of education was to be maintained. They could stand it, he said, to have their pay checks postponed, but insisted on opening the schools on time.

Melrose Dedicates New High School

MELROSE, MASS.—Melrose dedicated early this month its High School on the Lynn Fells Parkway with public exercises attended by educators and citizens. The new building, an imposing structure, was built for $712,000, $3,000 under the appropriation. It has 126,962 square feet of floor area. The building will seat 1,763 pupils, and the auditorium, which is practically a separate unit, will seat 1,250 persons. There are fifty-seven classrooms, besides the gymnasium, cafeteria capable of serving the entire school enrollment at one time, laboratories and lecture rooms. A feature made possible by this new school will be the physical education instruction program to be inaugurated. All pupils will be required to participate, and the exercises will be held in the open on De Mar Field, the athletic field, which adjoins the new building.

Girls Wearing Socks Suspended from School

MORRISVILLE, PA.—Three girls, all under twelve years of age, were suspended from the seventh grade of the Fallsington School for wearing socks. Socks, the principal said, are all right in the sixth grade, but not in the seventh, which is junior high school grade. Indignant parents protested to the Bucks County Superintendent of Schools, and to the State Department of Education. The pupils wore their socks left over from Spring school days and were immediately sent home. The principal referred their case to the School Board for disciplinary action.

Code for Teachers Bans Those Who Smoke

GLASSBORO, N. J. — A code for the personal conduct of school teachers has been framed by the Glassboro Board of Education, it was revealed recently. The order was sent to teachers, most of them young women. The code provides that "teachers are to be reserved in their social relationship with pupils, to maintain strictly the place of chaperon at school functions, and to have regard for the preponderance of local public opinion against smoking by women." The board warns that while it respects the right of individual freedom, dismissal awaits any teacher "whose reputation for personal conduct may to any degree be considered detrimental to the desired influence of that teacher in the school community."

Teacher Heads Cuban Government

HAVANA.—Dr. Ramon Grau San Martin, Cuba's new forty-nine-year-old bachelor President, has for many years been dean of the Medical School of Havana University, and professor of anatomy. A determined oppositionist, he was arrested several times and finally left Cuba for the United States early in 1932. When the revolutionary junta was formed at Miami last March, Dr. Grau San Martin was a member, representing the university group in the deliberations held both at Miami and New York. He was one of the most prominent members of the Commission of Five that set up a governmental junta, and it was he who informed President De Cespedes that he had been replaced. On the Commission of Five Dr. Grau San Martin was placed in charge of the Departments of Public Instruction and Public Health.

TEACHER COURSES GIVEN BY STATE

University Extension Classes Anncunced for Fall

BOSTON.—The division of University Extension of the Massachusetts Department of Education is offering a program of approximately 160 courses to be held in Boston and Cambridge during the Fall. Many of these classes have been planned for and are of particular interest to teachers.

Many of the courses are of college grade. Courses of eight weekly lectures carry an evaluation of one semester hour; those of fifteen, two semester hours.

Some of the courses for teachers are: Literature: background of ideas; Adjustments of normal youth; Principles of sociology; Reading in the primary grades; Methods of teaching arithmetic; Activities in the primary grades; Narration and discussion in themes in music; Demonstration blackboard drawing; American history since 1865; Advanced English expression; Methods of teaching oral English; Correction of speech disorders; Present-day tendencies in educational theory and practice; Social problems; Aspects of fiction; Judging and selecting textbooks; The art of the Italian renaissance.

Complete descriptions of these courses and details of enrollment may be obtained at the division of university extension, 217 State House, Boston.

New Safety Slides Available to Schools

BOSTON.—Two new series of lantern slides, one designed for the high schools on "What Price Accidents," which includes thirty-five slides on motor vehicle accidents, and the other a series of eighty-one slides on street and highway safety, home accidents, and safety in play and recreation, have recently been prepared and are available for free distribution in the schools. The first set was prepared jointly by Dr. Herbert J. Stack, of the National Bureau of Casualty and Surety Underwriters and the Travelers' Insurance Company of Hartford, and the second set by the National Bureau, through the Alletta Laurence Clarke Safety Memorial. Both sets of slides are accompanied by lectures and stories to illustrate the slides. Schools may borrow these slides without cost from the home offices of these companies, or through the Massachusetts Safety Council at 6 Beacon Street, Boston, if they are desired for schools in Eastern Massachusetts.

List Requirements for Child Entering School

BOSTON.—What a child should be able to do on entering school was outlined by the Massachusetts Department of Public Health in a special circular. Among other things, he should be able to: Tell his own name, address, and answer a simple question; speak plainly, so as to be understood easily; be willing to stay in school without mother; keep from crying if he falls, unless really hurt; play with a small group; be willing to share playthings with others and wait his turn; feed himself; show awakening responsibility toward caring for his personal belongings; put on his own rubbers and outer garments.

Jobless Offered Business Training

MADISON, Wis.—Through a legislative grant of $30,000 for the purpose, free college classes in the larger cities and free correspondence courses in country districts are being offered to the unemployed by the University of Wisconsin extension division. Such bread-and-butter subjects as business management, library practice, short story writing, secretarial training and estimating construction costs are on the list, as well as the usual liberal arts courses. Even the repentant stock gambler may check up his mistakes in a course in investment principles.

NEW DECALOG FOR PERFECT TEACHER

Instructors at State College Issue Ten Rules

BRIDGEWATER, Mass.—Here are the new Ten Commandments for school teachers who would be considered perfect. A group attending the 16th annual convention of instructors at the State Teachers College here whipped them together in their spare time:—

1. Don't be a grouch in or out of the classroom.
2. Don't wear clothes that are out of style or in colors that are too suggestive of mourning.
3. Have a sense of humor, even though the joke is on you.
4. Speak in a pleasing tone of voice.
5. Be patient. Remember you are trying to teach something the pupil is not supposed to know anything about.
6. Develop a spirit of comradeship.
7. Give the pupil who is behind in his lessons a lift in your spare moments.
8. Don't have stool pigeons or squealers in the classrooms.
9. Trust in the integrity of your pupils.
10. Be firm. Insist on attention to study.

School Opening Delayed Until Fees Were All Paid

MOORESTOWN, N. J.—The opening of the high school here was delayed a week while the school board attempted to collect delinquent tuition payments from five near-by communities. Dr. George C. Baker, superintendent, said that should payments be made for students who had been sent to school here, he would be able to recall six teachers who had been dismissed last Spring. Representatives of the five communities were told that if they did not pay for their students the high school would continue with a reduced staff for Moorestown students only.

100 Teachers Strike In Pennsylvania Town

SCRANTON. — More than 100 teachers went on strike in Old Forge Borough on the opening day of school because payment of six months' back pay had been refused. The 4,000 pupils scheduled to begin class work remained at home because of the action of the teachers. Dr. James N. Rule, State Superintendent, and L. B. Stayer, of the Bureau of School Administration and Finance, went to Old Forge, where they met with both teachers and school board to study the district's budget and to arbitrate the differences.

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OF this book, by Harry L. Hollingworth, Ph. D., Professor of Psychology, Columbia University, William McAndrew says, in *School and Society*, "Welcome the new book, *Educational Psychology*. . . Nowhere have I seen a better treatment of the pedagogical nightmare, transfer of training and mental discipline, than is given here." E. I. F. Williams, in the *Kadelpian Review*, writes, "Its point of view is fresh and original. . . The book is a readable, non-technical, lucid, concrete, and interesting presentation of the fundamental facts of human behavior in their relationship to education."

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BOLIVIA DECREES PHONETIC SPELLING

School Books Must Conform to New Ruling

RIO DE JANEIRO. — Writing Portuguese as it is spoken will be obligatory from now on in Brazilian public offices, schools and in petitions or documents submitted to the government.

Provisional President Getulio Vargas has so decreed to strengthen the understanding reached in 1931 between the Brazilian and Portuguese Academies of Letters for a standardized phonetic spelling. The aim is to do away with divergences in use in Brazil and the mother country and regional differences in both nations.

Many newspapers continue to use the old style, but those printing official proceedings of national, state or municipal government have adopted the new style in accordance with the decree. After January 1, 1935, school books printed with the old spelling will be barred from public institutions and schools recognized by the government.

Guilherme de Almeida, poet member of the Brazilian Academy, who recently returned from political exile in Portugal, declares that the spoken language in the two countries "is becoming more different every day, whether the academies like it or not."

Wild Scramble for School Board Seen

BOSTON.—Though the retirement of Chairman William Arthur Reilly and Mrs. Elizabeth W. Pigeon from the Boston School Committee contest on the same day recently was termed merely a "coincidence" by the latter, their action caused a real sensation in politics and led to much speculation. Chairman Reilly's statement declared: "I do not feel that I will be able to make the sacrifice of time and money which would be required by four more years' service on the school committee." In announcing her decision not to be a candidate for re-election, Mrs. Pigeon said: "To make the type of campaign necessary to insure a re-election would entail such financial expenditures on my part as would be practically prohibitive at this time." A wild scramble is anticipated in the coming municipal elections by a long list of candidates who would fill the school committee vacancies.

NRA is Stimulating Advertising Courses

BOSTON.—East and West, business school and college heads apparently expect advertising to flourish as a national art and science in consequence of the NRA aim to stimulate buying judging from the new courses in advertising being offered. Boston University's College of Business Administration is initiating no less than six new advertising and marketing courses. A well-known New York business institute is establishing a special school of marketing, advertising and selling, with a two-year curriculum. Likewise on the Pacific Coast new offerings in advertising are being heralded at the University of California's extension division at Los Angeles. "No single movement in the history of advertising has had the far-reaching effects which the NRA will have upon this profession," said Maxwell S. Cagan, the University of California lecturer on the subject. "There is hardly an advertiser who will not be affected by the trade codes and regulations and who will not have to reflect the same accepted conditions in his advertising methods."

Boy Stages "Kidnapping" To Escape School

GRANITEVILLE, Staten Island.—Shrill cries coming from the elderberry patch back of Mrs. Julia Blackman's home here prompted her to investigate. There she found Alexander Jurkowski, "almost twelve," bound hand and foot to one the berry bushes.

He seemed to be making a desperate effort to tear loose and his face was contorted with his exertions. This puzzled the good housewife, for the bonds came away easily.

Upon being interrogated by detectives he maintained that he lived in Brooklyn and that he was kidnapped, despite the fact that he continually contradicted himself in his story. His mother furnished the solution to the mystery when she revealed that he didn't like school and had run away twice before.

What hurt most, from Alec's viewpoint, was that he was compelled to attend school, anyway.

SOVIET SCHOOLS ADOPT TEXTBOOKS

Teacher Again Disciplinarian; 25,000,000 Pupils

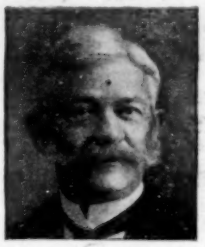
MOSCOW.—When 25,000,000 Soviet children and youths began or resumed their studies this Fall in the 200,000 "little red schools" of the U. S. S. R., they found the educational revolution which had been in progress for the last twelve months advanced by several new stages. Radical innovations in the system began just a year ago with the scrapping of the so-called "brigade system" and the "projected method" and the restoration of the teacher to the time-honored position as disciplinarian.

The seven-year school has changed to the ten-year school and, in general, there is a new emphasis on the rudiments of human knowledge, including the traditional three "R's" and the relegation of secondary matters to secondary importance.

For the first time in a long period written examinations were held at the end of the last school year. Meanwhile, it was decided that textbooks, properly so called, should be substituted for the frequently changed pamphlets and the manuals hitherto in use in the schools, and it is these brand new schoolbooks, prepared by Soviet scholars in a six-month period of feverish labor, which the pupils found waiting for them when they began their classes this year.

Where Higher Education Raises Social Problem

WASHINGTON.—Whereas in 1890 only 4 per cent. of the population of high school age went to high school, in 1930 more than 50 per cent. of that age attended, according to Dr. John William Cooper, former United States Commissioner, and now professor of education in the George Washington University. Dr. Cooper recently pointed out that this raises grave problems for the school and society. "It takes 8 per cent. of any generation to fill the leadership places," he said. "Today twice as many as are needed are being trained for these places. We have believed in stimulating such competition, but the time is approaching for us to consider whether it is worth while to give this kind of training to people, one out of every two of whom must fail." In 1890 the work of the high school was largely in mathematics and in foreign languages, while today, social sciences and physical education seem to be emphasized, Dr. Cooper said.



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News Brevities

ITHACA, N. Y. The upward trend of employment as industries throughout the country begin to operate under NRA codes is being reflected in an increased demand for college trained men, according to a report issued by the newly organized Placement Bureau at Cornell University. In the few months that the Placement Bureau has been in operation 310 Cornell graduates have found jobs, in addition to jobs found by graduates who did not ask the assistance of the service.

THE BRONX, N. Y.—About 1,500 pupils in the North Bronx went on strike at the beginning of the school term in protest against crowded classrooms and traveling long distances to schools. Parents' Neighborhood Association, Public School 95, called the strike. Complaint has been lodged against the delay in opening a new school in the district. Many of the children have to travel more than a mile to reach their schools, although the city provides busses.

JERUSALEM.—Many Jewish students who are no longer able or do not wish to attend universities in Germany are going to the Hebrew University in Jerusalem. Applications have already been received from nearly ninety young men and women from Germany, as compared with only six students from that country enrolled last year. Additional requests for admission are said to be arriving every day, and the student body on Mount Scopus is expected to be more than doubled this year.

LONDON. — On the principle that the school boy of today is the business man of tomorrow, the British Postoffice and the Board of Education are co-operating on a project for the instruction of school children in the use of the telephone. A large number of telephone systems is being manufactured by the postoffice, which will lend them to schools throughout England.

CHICAGO. — Accidents among school children have decreased about fifteen per cent. since 1922, according to the National Safety Council. Deaths among pre-school children also have decreased greatly.

NEW YORK. —A faded parchment was recently returned to the archives of New York University, and thereby was the cycle of a century of edueation completed. One hundred years ago it was awarded to "Jas. Josephum Acheson, by particular virtue of his having passed in examination"—New York University's first diploma.

NEWTON, MASS.—An official to supervise the handwork activities of the playgrounds of the city and to organize the playground directors is to be appointed in the Newton Playground Department. The position, that of "male handwork supervisor," will be under civil service and an examination for the post will be held October 21. The last date for filing applications is October 11. The salary will be $32.38 a week for "permanent recurring" service. Applicants must be versed in wood craft, metal craft and leather craft.

NEW YORK.—Fifteen French students to whom scholarships in the United States have been granted by the Institute of International Education, have arrived in this country to enter various colleges and universities. Also fifteen English schoolboys are now in this country under the care of Rev. Father F. H. Still, headmaster of Kent School. They are being assigned schools where they will spend the year.

ISTAMBUL, Turkey.—As a major move in his program for the creation of a modernized Turkish mind, Mustapha Kemal Pasha, the Turkish dictator, has closed the old Istambul University and opened a new university. Professor Albert Malche of Geneva University has been probing for the last year into the mediaevalism of Turkey's official university and has been working out plans for the new institution.

EVERY TEACHER NEEDS IT

Copyright Booklet "How To Apply For a School and Secure Promotion," including letters of application, points to keep in mind when making application, 15 points on which the success or failure of a teacher depends and a partial summary of 2,000 questionnaires sent to school executives in 26 states. Price, 50 cents (Stamps accepted). Statement from a Superintendent: "Your pamphlet includes some of the best advice, clearly written and to the point, that I have ever read."

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ROCKY MOUNTAIN TEACHERS AGENCY

Wm. Ruffer, Ph. D., Mgr. **410 U. S. Natl. Bank Bldg., Denver, Colo.**

BOOK TABLE

Rules of Community Living

"CO-OPERATIVE CITIZENSHIP." By Joseph Irvin Arnold, Department of Sociology and Economics, State Teachers College, Bridgewater, Massachusetts. Cloth. 716 pages. Evanston, Illinois, Philadelphia, New York, San Francisco: Row, Peterson and Company.

Professor Arnold and his publishers are to be congratulated upon the production of this purposeful and attractive textbook in a subject so vital to the well-being of the nation and all the individuals who compose its population.

Incidentally it is a triumph of bookmaking to have published this book for school use at approximately half what a similar volume, no more artistically or durably put together, would cost on the counter of a bookshop.

The word "citizenship" is just beginning to acquire the broad meaning which truly belongs to it. Citizenship, while it includes participation in government, is much bigger than government alone. In fact, if we had more real citizenship we should probably have less government.

This book is informative as to upwards of fifty different problems of community living. But the author is evidently not satisfied merely to inform. From beginning to end he is concerned with creating wholesome civic attitudes. Co-operation is shown not only as a duty but as a privilege which leads to individual happiness.

The scope and organization of the book may be judged from a list of its main divisions or study units. These are: Our Life Together, Co-operating Against Community Evils, Co-operating in Social Activities, Co-operating in Making a Living, Co-operating in Government, Co-operatng in World Affairs, and Adjusting Ourselves to Life.

A First Book in History

"OUR BEGINNINGS IN THE PAST." A First Book in History. By Daniel C. Knowlton, Professor of Education, New York University, and Armand J. Gerson, Associate Superintendent of Schools, Philadelphia. Cloth. 242 pages. New York, Cincinnati, Chicago, Boston and Atlanta: American Book Company.

An adult reading this first book in history might easily be envious of today's children who are privileged to learn so many things and to learn them so pleasurably while in the early grades of school.

"Our Beginnings in the Past" traces the story of man from the remotest times we know anything about down through the period of Roman supremacy.

Simplicity of language has been attained with unusual success, while at the same time all that needs to be told is told with ample clarity. Difficult words are introduced sparingly and are both pronounced and explained. Such new words also reappear several times before the pupil has had time to forget them.

The child reading from this book becomes acquainted with the major steps in human development, not through mere synopsis, but through narrative freely enriched with myth and story. It is hardly believable that so much of importance can be related so interestingly in so brief a compass, until one has seen this achievement of Messrs. Knowlton and Gerson.

Such teaching tools as the preview and the review, word games and activity suggestions are interspersed at suitable intervals. The numerous pictures are plainly described with their own legends and are in many cases referred to in the text. Valuable aids to visualization are thus provided.

Graded Stories in French

A L'ENSEIGNE DU COQ," Choix de Lectures Elementaires. By E. Savelby, Bolton School, Bolton, Lancashire, England. Illustrated by H. Radcliffe Wilson. Cloth. 179 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

There are two ways of starting to read connected narrative in a foreign language. One is to plunge into the work of a French author, perhaps a simple story, but one which was not written with any thought of its use in a primer. The other is to begin with material specially written or edited for the delight and comfort and gradual development of the learner. No one can doubt which of these methods appeals to the pupil or is more conducive to successful learning.

This little book contains twenty tales, many of them adapted from French authors; all of the tales interesting, and carefully graded as to difficulty. Thus the first few selections employ only the present and the future tense. The other tenses are admitted later on, so that by the middle of the book all six are in evidence.

"L'Enseigne du Coq" invites the reader by its colorful cover, its strong type and intriguing pictures. It contains suitable exercises, and a vocabulary which aids in pronunciation.

Altogether it is a happy little handbook for the pupil who is part-way along in his first year of French. The author's contention that a rather simplified text of this kind creates in the learner a valuable sense of power, can hardly be denied. Entertainment while at study may once have been taboo. Fortunately, education now knows better.

New Gateway to Latin

"A FIRST BOOK IN LATIN." By Wren Jones Grinstead, Assistant Professor of Education, University of Pennsylvania, and Walter V. McDuffee, Central High School, Springfield, Massachusetts. Illustrated by Harold J. Minton. Cloth. 453 pages. New York: D. Appleton-Century Company.

The writers of "A First Book in Latin" have produced a manual which departs widely from the older models and even from most modern texts.

Latin has long been hidden behind walls of formalism. Endless declensions and conjugations had to be memorized before much reading could be done. And then the reading was not really reading but translation by a sort of decoding process unlike anything human. The student trained in the older method could with difficulty persuade himself that Latin was ever spoken by any one or was comprehended by ordinary beings without terrible mental strain and convulsions.

In the introductory text of Grinstead and McDuffee, mastery of reading grows by practice before paradigms and formal rules are encountered.

Illustrations are numerous and well chosen to lend a truly Roman atmosphere, or rather, to show that Romans were real people like ourselves today.

Inflectional endings for one case in all declensions are brought before the learner at one time. He thus learns to recognize the case without the necessity of running it down through a memorized paradigm.

In other respects too numerous to mention here, the book strikes out boldly in the direction of a solidly based preparation for the reading and enjoyment of Latin literature, yet without neglect of needful grammar or that experience in translating into English which is so desirable a by-product of Latin study.

The book merits consideration by teachers wishing to apply the most modern techniques to classroom instruction in Latin.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published twice a month at Boston, Mass., for October 1, 1933.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who, having been duly sworn according to law, deposes and says that he is Business Manager of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, business manager, and managing editor are:—

Publisher—New England Publishing Company, 6 Park street, Boston.

Editor—Anson W. Belding, 277 School street, Watertown, Massachusetts.

Business Manager—Anson W. Belding, 277 School street, Watertown, Massachusetts.

Managing Editor — Isobel R. Lay, 60 Dartmouth street, Winter Hill, Massachusetts.

2. That the owners are:—

New England Publishing Company, 6 Park street, Boston; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Mrs. Mary M. Belding, 277 School street, Watertown, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Massachusetts; Estate of Albert E. Winship, 5 Craigie Circle, Cambridge, Massachusetts.

Anson W. Belding,
Business Manager.

Sworn to and subscribed before me this 15th day of September, 1933.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

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Missouri Barbers Must Be College Graduates

KANSAS CITY, Mo.—Getting a registered barber's license is not a mere matter of form. It represents at least 1,000 hours passed in learning pharmacology, physiology, anatomy, histology of the skin and hair and light therapy. Upon completion of the college course and passing the Missouri State examination, one is granted an apprentice's license. The next step is to serve two years under a registered barber, after which he is eligible to take his final examination.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

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Holden Patent Book Cover Co.
Springfield, Mass.

Book Jobbers

Barnes & Noble, Inc., New York

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

E. P. Dutton and Co., New York

Ginn and Company, Boston

Gregg Publishing Co., New York

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Projectors

Society for Visual Education, Inc.
327 South LaSalle, Chicago, Ill.

School Architects

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Statuary

P. P. Caproni & Bros., Boston

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.